

2018-2019

EPP Bachelor Performance Report

Montreat College



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Montreat College Mission Statement: Montreat College is an independent, Christ-centered liberal arts institution that educates students through intellectual inquiry, spiritual formation and preparation for calling and career, all to impact the world for Jesus Christ. The college was originally associated with the Presbyterian tradition, but is now an independent liberal arts institution. Montreat Normal School opened as a college that provided a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year program in 1945. The college was restructured in 1959 as a coeducational junior college called Montreat-Anderson College. In 1985, the college again became a baccalaureate institution and returned its name to Montreat College in 1995. The main campus

of Montreat College is in the town of Montreat in the mountains of Western North Carolina, located about fifteen miles east of Asheville, on Interstate 40. The surrounding counties have a minority population ranging from seven to ten percent, while the minority population of the city of Asheville is about twenty-two percent. All teacher education programs are campus based and are housed on the main campus in Montreat, North Carolina. Because the program is slowly but steadily developing since its restart after being suspended since the 2011-2012 school year, full-time faculty is limited to the Director of Teacher Education with adjunct support. Elementary Education is the only program currently active in the Educator Preparation Program (EPP).

Special Characteristics

The restart of the education program has prompted an updating of the mission and conceptual framework of the Teacher Education Program at Montreat College. The revised mission of the Montreat College Teacher Education Program is to prepare teachers to be leaders and innovators for 21st century learning in the classroom, school, district, and profession at local, regional, national, and global levels. The purpose of 21st century learning is to prepare students with the skills, knowledge, expertise, and support systems they will need to succeed in work, life, and citizenship (Framework for 21st Century Learning, 2016). In responding to the Christian calling to the career/ministry of education (Eph. 4:11), 21st century teacher leaders and innovators must be prepared to teach the necessary skills and literacies using a variety of strategies that engage all students in the learning process, providing equitable access for all students in all settings, in public or private schools, at home in the United States or abroad. In order to properly prepare teacher candidates for such a variety of career and calling opportunities, three hundred hours of field experience are embedded in coursework throughout the teacher preparation program. Candidates are required to document Focused Field Experience hours connected to the content of each methods course, provide service to the profession outside of coursework, and complete 240 hours of co-teaching with their cooperating teacher in Student Teaching I before Student Teaching II.

Program Areas and Levels Offered

The current, active program offered is undergraduate elementary education which prepares candidates for initial elementary (K-6) licensure in the state of North Carolina. This is offered face to face for traditional undergraduate students.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Montreat College is approved for Elementary (K-6) licensure in the general education classroom. Every methods course in the program addresses effectively teaching students with disabilities. Meeting the needs of students with disabilities is also addressed in every methods textbook and is a required component on every lesson plan template used by future educators in all coursework for. In addition, teacher candidates in their professional year are required to pass ED 430 Diversity and Exceptionalities in the Elementary Classroom. This course specifically addresses exceptionalities and disabilities from both a theoretical and research based perspective and connects theory to practice in reflection and discussion of experiences from ED 449 Student Teaching I, when teacher candidates spend from morning student arrival until noon Monday through Friday with their cooperating teacher and class. Teacher candidates also are required to

begin development of the Context for Learning during ED 421 Seminar II during that same semester. In this assignment candidates must learn about and record the diversities and special learning needs of the students in their assigned class and provide a detailed description of the context in which they are working. Final evidence of effective preparation is gained through the edTPA scores received during ED 450 Student Teaching II. Evidence is gathered from the use of the Context for Learning, Rubric 2 Planning to Support Varied Student Learning Needs, Rubric 3 Knowledge of Students to Transform Teaching and Learning, Rubric 4 Identifying and Supporting Language Demands, Rubric 5 Planning Assessments to Monitor and Support Student Learning, Rubric 6 Learning Environment, Rubric 10 Analyzing Teaching Effectiveness, Rubric 11 Analysis of Student Learning, Rubric 14 Analyzing Students' Language Use and Literacy Learning, and Rubric 15 Using Assessment to Inform Instruction.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Montreat College is approved for Elementary (K-6) licensure in the general education classroom. Every methods course addresses effectively teaching students of limited English proficiency. Meeting the needs of students of limited English proficiency is also addressed in every methods textbook and is a required component on every lesson plan template used by future educators in all coursework. Teaching students of limited English proficiency is specifically addressed in the two required reading courses, ED 330 Teaching Reading and Language Arts and ED 370 Language and Literacy. Elementary education candidates are introduced to research and resources to effectively teach students of limited English proficiency. In addition, teacher candidates in their professional year are required to pass ED 406 Educational Psychology. This course addresses cultural differences, including limited English proficiency, from both a theoretical and research based perspective and connects theory to practice in reflection and discussion of experiences from ED 449 Student Teaching I, when teacher candidates spend from morning student arrival until noon Monday through Friday with their cooperating teacher and class. Teacher candidates also are required to begin development of the Context for Learning during ED 421 Seminar II during that same semester. In this assignment candidates must learn

about and record the language needs of the students in their assigned class and provide a detailed description of the context in which they are working. Final evidence of effective preparation is gained through the edTPA scores received during ED 450 Student Teaching II. Evidence is gathered from the use of the Context for Learning, Rubric 2 Planning to Support Varied Student Learning Needs, Rubric 3 Knowledge of Students to Transform Teaching and Learning, Rubric 4 Identifying and Supporting Language Demands, Rubric 5 Planning Assessments to Monitor and Support Student Learning, Rubric 6 Learning Environment, Rubric 10 Analyzing Teaching Effectiveness, Rubric 11 Analysis of Student Learning, Rubric 14 Analyzing Students' Language Use and Literacy Learning, and Rubric 15 Using Assessment to Inform Instruction.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning.

Universal design for learning and the integration of technology to engage all students in learning is addressed in each course, evident in every student created lesson, and documented on the lesson plan template. The foundation for effective integration is laid in ED 240 Technology in Education where future educators must learn how to access and create learning experiences that integrate technology for the K-6 classroom. Future educators are introduced to the lesson plan format and how to embed and reference technology effectively and spend a unit on using technology to meet diverse student learning needs. Future educators are also introduced to the North Carolina Digital Learning Competencies in ED 240, and all coursework is aligned to these competencies.

It is no longer possible for future educators to progress through the program without effectively using and developing instruction that integrates technology. Effective integration is required in every lesson plan. While future educators are introduced to adaptive technologies that can be used in each methods course, in ED 350 Teaching Science, Universal Design for Learning is specifically addressed as it relates to providing access to effective science learning experiences for all students.

In addition, as the program seeks to meet the needs of the state and profession for well-trained elementary educators, in 2019-2020 the pedagogy courses in the professional year are going to be accessible through the college's online platform in order to provide additional access to candidates enrolled in the residency pathway, an evidence of the program's commitment to universal design for learning.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Educators are prepared to use technology effectively to collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement in ED 330 Teaching Reading and the Language Arts and ED 370 Language and Literacy. Although every methods course teaches the effective use of both formative and summative assessments and every lesson plan must include assessments to guide instruction, these two courses include training in mClass testing. Future educators practice on tablets under the guidance of the WRESA trainer and then add real world experience in partnership with a local school focusing on inclusion to meet the needs of low performing students.

In addition, in ED 240 Assessment in Education teacher candidates must complete a final project in which they perform action research in their assigned classroom in conjunction with ED 449 Student Teaching I. For this project, they determine a learning need in their classroom, implement a plan to address that need, then collect, manage, and analyze the data to determine the effectiveness of their intervention.

In the 2019-2020 school year, ED 240 Technology in Education, future educators will be introduced to the EVAAS system and its use in the state to collect, manage, and analyze data. Although access to EVAAS is quite limited, future educators should have a cursory introduction to the system that will be in greater depth as they work with their cooperating teachers during the student teaching semesters.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates are required to take ED 260 Integrating Health and the Arts. This course is aligned to the NC-SCOS standards for health and the arts. It is taught with the purpose of integrating those standards within the elementary curriculum to promote the physical, emotional, social, and cognitive development of students. In course assignments and lesson planning, candidates are required to take a multi-modal approach to learning and to show evidence of that understanding in their planning.

Explain how your program(s) and unit conduct self-study.

Because the elementary education program is only in the fourth year of its restart, there has been little data from program completers to collect and evaluate. However, moving forward, data (e.g. scores and evaluations) to be collected and examined on an annual basis include the following: Praxis CORE / ACT / SAT; GPA; Foundations of Reading and required North Carolina mathematics assessment scores; edTPA; interviews; exit portfolio based on NC Professional Teaching Standards (NCPTS) assessments used in the North Carolina Educator Evaluation Wywtem (NCEES); cooperating teacher surveys evaluating the program, teacher candidate and college supervisor; teacher candidate surveys evaluating the program, cooperating teacher, and college supervisor. The EPP will use the information and data collected to engage in a continuous improvement cycle. All results and data will be reviewed during the annual Assessment Day following the completion of the spring semester and be analyzed to note program strengths and growth areas. Plans to address and monitor growth areas will be developed for implementation beginning the following school year. The Teacher Education Committee will then review the data and plans for final approval and continue to monitor the continuous improvement cycle.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Each 200-300 level course requires 6 hours of Focused Field Experiences and Professional Service. The majority of those hours are completed and documented in a partner school with a high percentage of students with identified challenges (exceptionalities, low SES, ELL, etc.), and is designated as Title I school. In addition, students participate in a service learning experience at Mountain Mission School in Grundy, VA. Mountain Mission School is an international day school program for students with financial and safety needs from around the world.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Teacher candidates participate in a professional year which begins in the fall semester of the candidate's final year. In partnership with school personnel and principals, candidates are assigned a cooperating teacher for the year and begin working with them at the beginning of the school year. They are in the school and classroom from morning student arrival until noon Monday through Friday for the semester. They continue their internship (student teaching) when school resumes in January until the end of the college semester, including through the finals schedule (16 weeks). Candidates are encouraged to shadow a teacher in their home community if the beginning and ending of the K-12 school year do not coincide with the beginning and ending of the college academic calendar.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Buncombe County School District (BCSD)
Start and End Dates	June 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Co-teaching
Number of Participants	1 LEAs, 1 classroom teachers, 1 IHE student

Activities and/or Programs Implemented to Address the Priorities	Focused Field Experiences
Summary of the Outcome of the Activities and/or Programs	IHE students made connections from theory to practice
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS)
Start and End Dates	June 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Co-teaching
Number of Participants	2 LEA administrators, 2 classroom teachers, 2 Teacher Candidates
Activities and/or Programs Implemented to Address the Priorities	Classroom visits, Co-planning for instruction and assessment of students
Summary of the Outcome of the Activities and/or Programs	Co-teaching led to greater student engagement and learning
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS) CTE/FTNC
Start and End Dates	Nov. 2018-April 2019
Priorities Identified in Collaboration with LEAs/Schools	Encourage Future Teachers of North Carolina
Number of Participants	6 LEA students, McDowell CTE Coordinator, CTE teacher, 2 IHE education professors
Activities and/or Programs Implemented to Address the Priorities	Presentation of Montreat College Teacher Education Program, discussion of state requirements for certification, pathways available
Summary of the Outcome of the Activities and/or Programs	Increased student interest in pursuing the education profession
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS)
Start and End Dates	Jan. 2019-April 12, 2019
Priorities Identified in Collaboration with LEAs/Schools	Encourage MCS 5th graders to begin thinking about possible careers paths
Number of Participants	1 LEA Career Day Fair coordinator, 2 IHE professors, 4 EPP students, 450 MCS 5th graders
Activities and/or Programs Implemented to Address the Priorities	Education games, poster presentation, promotional items
Summary of the Outcome of the Activities and/or Programs	MCS 5th graders participated in education games, developed increased awareness of the profession, and took promotional items

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS) CTE/FTNC
Start and End Dates	Nov. 2018-april 2019
Priorities Identified in Collaboration with LEAs/Schools	Encourage Future Teachers of North Carolina
Number of Participants	6 LEA students, McDowell CTE Coordinator, CTE teacher, 2 IHE education professors, IHE Admissions
Activities and/or Programs Implemented to Address the Priorities	FTNC student visit to Montreat College, visit teacher education classroom, tour campus, meet with education professor, Admission brochures and tour
Summary of the Outcome of the Activities and/or Programs	Increased student interest in pursuing the education profession
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McDowell County Schools (MCS)
Start and End Dates	June 2018-June 2019
Priorities Identified in Collaboration with LEAs/Schools	Reading instruction support
Number of Participants	1 LEA administrator, 6 classroom teachers, 7 Teacher Candidates
Activities and/or Programs Implemented to Address the Priorities	Classroom visits, small group work with students using technology to enhance literacy skills, one on one with students in classroom settings to support literacy skill development, shadowing mClass assessment
Summary of the Outcome of the Activities and/or Programs	Increased student engagement and learning, real world application of literacy development concepts learned in the college classroom
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville Christian Academy
Start and End Dates	March 2019-April 2019
Priorities Identified in Collaboration with LEAs/Schools	Outdoor science learning experience support
Number of Participants	1 LEA administrator, 1 classroom science teacher, ACA 6th grade students, 3 Teacher Candidates
Activities and/or Programs Implemented to Address the Priorities	In collaboration with the NC Wildlife Commission, ACA students were to capture, swab, and release salamanders on the Blue Ridge YMCA property, teacher candidates will provide support to 6th grade students
Summary of the Outcome of the Activities and/or Programs	Increased student engagement and learning, real world application of science concepts learned in the college classroom
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mountain Mission School
Start and End Dates	Aug. 2018-Nov. 2018

Priorities Identified in Collaboration with LEAs/Schools	Support for classroom educators
Number of Participants	1 LEA administrator, 4 classroom teachers, MMS students in grades K-5, 4 Teacher Candidates
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates provide support for classroom teachers before the holidays, creating bulletin boards, monitoring student learning
Summary of the Outcome of the Activities and/or Programs	Increased student engagement and learning, real world application of diversity concepts learned in the college classroom
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mountain Mission School
Start and End Dates	Aug. 2018-May 2019
Priorities Identified in Collaboration with LEAs/Schools	Support for classroom educators
Number of Participants	1 LEA administrator, 30 classroom teachers, 1 IHE professor
Activities and/or Programs Implemented to Address the Priorities	PD in November, 2018 (Peer Observation) / PD in May, 2019 (Trauma Sensitive Classroom)
Summary of the Outcome of the Activities and/or Programs	Increased understanding of peer observation "look-fors" / understanding of best practices for working with student population who have experienced multiples Adverse Childhood Experiences

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	
Female	3
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	1
Native Hawaiian / Pacific Islander	
White	2
Multi-Racial	
Student does not wish to provide	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	1
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	

	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		3				
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	0	3	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Montreat	1	*	*
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	63
Buncombe County Schools	38
Henderson County Schools	14

McDowell County Schools	12
Haywood County Schools	10
Gaston County Schools	6
Cabarrus County Schools	5

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	*
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	*
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3					
U Licensure Only						
Part Time						

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency		X				
Comment or Explanation: All required coursework can be completed in 2 semesters. However, a candidate may take up to 6 semesters to complete all requirements during additional residency licensure renewals.						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
1	1	2

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:3

K. Teacher Effectiveness

Institution: Montreat College
Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>
Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			100.0%			N/A	
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	N/A	N/A	N/A			
State Level:	22.0%	64.7%	13.0%	6,228	3,076		